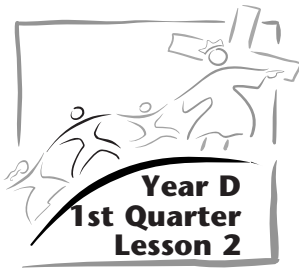


LESSON



Adventure and Challenge

SERVICE

We serve God wherever we go.

Power Text

"Be completely humble and gentle; be patient, bearing with one another in love" (Ephesians 4:2, NIV).

Key Text and References

Numbers 13:31-33; 14; *Patriarchs and Prophets*, pp. 389-394; student story on page 24 of this guide.

Objectives

The students will:

Know that service to others is an adventure.

Feel compassion for others.

Respond by serving others, however difficult it may be.

Power Point



Serving others for God can be an adventure and a challenge.

Getting Ready to Teach

The Bible Lesson at a Glance

The spies start out on an adventure. Some report mostly the bright side of the trip, and others only the problems. Most come back fearful and doubting God's leading, thus turning a whole generation to grumble against God. On the other hand, Moses hears the complaints of the Hebrews, sees the fear in 10 of the spies' eyes, feels God's utter frustration toward them, and yet Moses still serves

his people. He serves them even when they are extremely difficult to deal with. God had given him a job to do, and he isn't going to give up.

This is a lesson about service.

When we serve others we have a choice to make. We can focus on the best in the people who have needs, like Moses did with the grumbling Hebrews, or we can concentrate on all of their

TWO

Program Notes

Lesson Section	Minutes	Activities	Materials Needed
Welcome	Ongoing	Greet students at door Hear pleased/troubled	
1 Readiness	10-15	A. Balloon Keep-Away B. Leading and Following	Blue or purple balloons Blindfolds
* Prayer and Praise*	15-20	See page 21. *Prayer and Praise may be used at any time during the program.	
2 Bible Lesson	15-20	Introducing the Bible Story	Cloth bandages
		Experiencing the Story	Bibles, board, and marker
		Exploring the Bible	Bibles
3 Applying the Lesson	10-15	Service Challenge	paper, pencils
4 Sharing the Lesson	10-15	Grapes of Service	Balloons, stick, string

problems, situations, and unloveliness and never be much help at all. God can give us the strength and long-suffering we need to serve Him.

Teacher Enrichment

"The Christian is to be prepared for the doing of a work that reveals kindness, forbearance, longsuffering, gentleness, patience. The cultivation of these precious gifts is to come into the life of

the Christian, that, when called into service by the Master, he may be ready to use his highest powers in helping and blessing those around him" (*The Seventh-day Adventist Bible Commentary*, Ellen G. White Comments, vol. 4, p. 1160).

How much of a challenge is being a junior or teen Sabbath School leader/teacher? How do I deal with the ones who are difficult for me to understand?

Teaching the Lesson

Welcome

Welcome students at the door and direct them to their table/small group leader. Have leader ask how their week has been—what they're pleased/troubled about. Then debrief student(s) on their Bible study activities last week. Say: **What was the most interesting part of the Bible story? What activity did you find the most helpful? Which activity was the most fun?** (The leader should know what the students' activities were for the past week so he/she can direct discussion.) Have students begin the readiness activity of your choice.

1

Readiness Activities

Select the activity or activities that are most appropriate for your situation.

A. Balloon Keep-Away

You Need:

- blue OR purple balloons

Beforehand, blow up blue or purple balloons for each student. Keep for Sharing the Lesson. Divide students into groups of three. Give each group a balloon and ask them to play "keep-away," by having two people stand a few feet apart, with one person between them. The two outside people hit the balloon to one another, trying not to let the middle person get the balloon. Switch positions when the person in the middle gets the balloon.

Debriefing

Ask: **What was easy about what you just did? What was frustrating? How difficult was it to keep the balloon away from the middle person? Tell me about a time when you tried to help someone but difficulties kept getting in the way, like the middle person did. Let's find and read our power text, Ephesians 4:2, together.** Allow time for students to find and read the verse with you.



Serving others for God can be an adventure and a challenge.

B. Leading and Following

You Need:

- blindfolds

Divide your group into teams of five or six. Each team chooses one person *not* to be blindfolded; the others wear blindfolds. Each team stands in a line, holding hands with the unblindfolded person at the head of the line. The unblindfolded person then has to lead the others around the route by whispering instructions to the person next in line.

The instructions then have to be passed from person to person by whispering along the line of blindfolded people. No one is to pull another team member around the course; they have to feel their way based on the instructions they are given. (This is a good team-building activity. If anyone feels uncomfortable being blindfolded, be encouraging, but don't force them to join in.)

Debriefing

Ask: **What was challenging about this activity?** (We couldn't see; we had to listen to the leader and also lead others.) **What made it an adventure [an undertaking involving danger and unknown risks]? How did it feel to be a leader of others? to be a follower?**

Say: **Let's read Ephesians 4:2 together.** Allow time for the students to find the verse and then read it aloud together. Ask: **How could this verse be applied to the experience you just had?**



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(Adapted from Robin Sharples, *LiveWires Live* [Oxford, Eng.: Bible Reading Fellowship, 1998], p. 55.)

Prayer and Praise

**Fellowship**

Report the students' joys and sorrows (pleased and troubled) as reported to you at the door (as appropriate). If they have given you permission, share one or two special items from students' Bible study during the week. Acknowledge any birthdays, special events, or achievements. Give a special, warm greeting to all visitors.

Suggested Songs

"We Are Soldiers (*Praise Time*, No. 37)

"The Battle Belongs to the Lord" (*He Is Our Song*, No. 85)

"He Will Carry You" (*He Is Our Song*, No. 82)

Prayer

Continue with the paper "keys" introduced last week. Say: **We are learning about the Israelites at the door of the Promised Land. The key you have been given represents "unlocking and opening up" a new land for them. This week, please write on your key one way you want to serve God, even though you feel it may be difficult for you. After prayer we will add the keys to our ribbon key ring and hang it up.**

Mission

Use *Adventist Mission for Youth and Adults* or another mission report available to you.

Offering

Continue to use the milk or honey containers to collect the offering. Say: **One way we can serve God is by giving our offerings. We're collecting the offering in this container because it represents the "land of milk and honey" that the Israelites were entering.**

You Need:

- paper keys (p. 137)
- pens

You Need:

- milk OR honey container

* Prayer and Praise may be used at any time during the program.

2

Bible Lesson

Introducing the Bible Story

You Need:

- cloth bandages

Have the students form pairs. Pretend one has hurt their arm. Ask the other person to wrap a cloth bandage around the “hurt” arm while the hurt person keeps moving it.

Ask: **What was difficult about this activity?** (The person who needed help wouldn’t let me help them.) **Think about a time when you tried to help someone who wasn’t being cooperative. Our story today is about Moses leading the Israelites even when they were not cooperative with him or with God.**



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Experiencing the Story

You Need:

- Bibles
- board
- markers

Say: **As we read Numbers 13:31-33 and Numbers 14 together, let’s look at the differences between the way the 10 spies reacted to their service as opposed to the way Joshua and Caleb reacted.** Have student volunteers take turns reading. Then write the following heading on the board: “10 Spies Versus Joshua and Caleb.” Have the students brainstorm ideas while you or a student scribe writes them down. Then ask: **To be able to serve difficult people, what qualities did Joshua, Caleb, and Moses possess? How did Moses develop these qualities? Do you feel you possess these qualities? How can you develop them?** (Encourage responses.) **God supplies all the qualities we need to do what He asks us to do. He knows that**



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Exploring the Bible

Say: **Caleb and Joshua stood**

You Need:

- Bibles

alone against the other 10 spies and the entire congregation. Let’s read

Numbers 14:6 together, where it states that they “tore their clothes.” Find and read the verse together. Then divide the students into pairs or groups to look up the following texts:

Genesis 37:26-35

Esther 3:13-4:1

Job 1:18-20

Job 2:11, 12

Give time for all the groups to find and read their texts together.

Say to each group: **Share with the whole group who tore their clothes and under what circumstances.**

Ask: **Why did the people in Bible times tear their clothes?** (To express profound grief.) **What does this action reveal about how Caleb and Joshua were feeling about the rebellion? How do people where we live show profound grief, or the same emotion Caleb and Joshua were expressing?**

Say: **God is always with us when we serve others, but He knows that**



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3

Applying the Lesson

Service Challenge

Say: **Think of some people in your world whom God may be calling you to serve. List their names on the paper. Beside each name list a way that serving them might be an adventure. Beside each adventure list the challenge that might be present as you serve this person.**

Give them time to create their lists. Say: **Now choose a partner and describe to them the names, adventures, and challenges you listed.**

Debriefing

Ask: **How might God bless you**

when you serve these people? What will you need to begin to serve? Remember:

You Need:

- paper
- pencils



Serving others for God can be an adventure and a challenge.

Ask each student to choose someone from the list they created earlier, to serve in a specific way. Choose “accountability partners” and encourage the students to call or e-mail their partner and report on their service during the week.

4

Sharing the Lesson

Grapes of Service

Beforehand, tie small purple or blue balloons to a broom stick or other stick in the shape of a cluster of grapes hanging down vertically from a horizontal stick.

Ask: **Do you know of someone who is difficult to serve? How are they difficult?** Discuss how people can be challenging to help because of physical problems, personality traits, etc. Say: **Would you make a commitment this week to do something of service for someone you know who is difficult to deal with?** Let students brainstorm ideas such as bake a food item

and deliver to a grumpy neighbor, make a get-well card for a bedridden elderly person, pick flowers and give them to a brother or sister who tattles on you, make a phone call to a classmate who has no friends, read to a dirty child, etc.

Ask each student to decide on one adventurous or challenging act of service they will do this week. When each one has decided what they will do, they can come up, take one of the “grapes,” and tell everyone what their adventure will be. The “grape” will be to remind them to carry out their plan.

You Need:

- balloons
- stick
- string

Closing

Ask God to help each student be willing to serve Him even when faced with difficulties.

STUDENT LESSON

Adventure and Challenge

Key Text

Numbers 13:31-33; 14

Power Text

"Be completely humble and gentle; be patient, bearing with one another in love" (Ephesians 4:2, NIV).

Power Point

Serving others for God can be an adventure and a challenge.

When have you had to deal with difficult people? You want to help them, but they don't seem to want to help themselves. For any variety of reasons you may face challenges. Let's see how Joshua, Caleb, and Moses faced the challenges of leading a stubborn, unfaithful nation.

"You're lying." Palti stood in front of Joshua, pointed his finger in Joshua's face and repeated his charge. "You're lying." His voice cracked.

Joshua stood in stunned silence.

"We can't attack the Canaanites. They are stronger than we are," Sethur said. "They're giants! Compared to them, we look like grasshoppers."

Caleb stepped forward and silenced them. "Listen to me. We should go up at once and take possession of this land. We can surely do it." In spite of his efforts, arguing and fighting spread like a fog over the whole assembly gathered to hear the spies' report. The fruit they had carried back had caused quite a sensation. This land seemed perfect. It had everything they needed to live well. But now this conflict ruined everyone's enthusiasm.

"The people who live in Canaan are powerful," one spy said. He had forgotten that God is more powerful.

"The cities are fortified and very large," said another. He had forgotten that God had taken them out of Egypt, the strongest nation on the earth.

"We even saw giants living there, the descendants of Anak," said a third. He had forgotten how big God is.

By nighttime the wails of the people filling the air sounded like a gigantic funeral. By morning the people blamed Moses for their misery. "Why did you bring us out of Egypt?" they demanded. They had forgotten that God, not Moses, had taken them out of Egypt.

"If only we had died in the desert," they said. They had forgotten that God

had protected them from death in the desert.

Someone said, "Let's go back to Egypt." Without stopping to think this through, the people decided they should choose a leader to guide them back to the land of slavery. The Hebrew people rejected Moses as their leader. They rejected God as their guide.

Caleb and Joshua tore their clothing and cried, "Don't do this! Don't rebel against God. He promised to give us this land."

"Stone them," someone yelled. Others picked up the cry. "Stone them! Stone them!"

Suddenly the pillar of cloud, God's visible presence, moved to the front of the tabernacle tent. God spoke to Moses. "How long will these people refuse to believe in Me, in spite of all the miraculous signs I have performed among them?" It was as though God was asking Moses, "What more do I need to do to prove Myself to them?" Then God said something very unusual. "Moses, I will destroy these people and start over with you. I'll make you into a great nation."

Perhaps God did intend to destroy them all and begin again with Moses. Perhaps God wanted the Hebrew community to realize how much Moses trusted in Him to fulfill all of His promises. Perhaps God wanted to get the attention of the people and turn their hearts toward Him through Moses' love for them.

Moses answered God. "No, O Lord. You cannot do this. If You strike them

down, who will believe in You? Who among the Canaanite nations will recognize that You are a God who forgives? No, O Lord. Forgive these people again, just as You have forgiven them so many times before.”

Moses’ response to God is remarkable because Moses didn’t think about himself, but about God. He could have blamed God. He could have let them suffer the consequences of their distrust in God. But Moses didn’t respond in any of these ways. His answer to God demonstrated that he loved the Hebrew people in spite of their hurtful words and actions, in spite of their stubborn rebellion. His answer to God demonstrated that he was concerned about God’s reputation, not his own.

The terrible sentence finally came to the people camped on the edges of the Promised Land. God said, “Because you have banded against Me, not one of you will enter this land. Only Caleb and Joshua, who trust in Me, will live here someday.” Every person 20 years and older would die in the desert, as they had wished. One entire generation gone. One entire generation who didn’t get it, who didn’t recognize that joy in this life comes from loving God and serving Him as Moses had modeled for them.

Sabbath

- Do this week’s activity on page 11.

Sunday

- Read “Adventure and Challenge.”
- Plan what you will do this week to be of service in a challenging situation as you discussed in Sabbath School.
- Begin to memorize the power text.
- Pray that God will guide you in service this week for someone.

Monday

- Read Numbers 13:31-33.
- In doing God’s work, have you ever felt like a “grasshopper”? How so?
- Write or draw that experience in your Bible study journal.
- Pray that you will feel strong in your service to God.

Tuesday

- Read Numbers 14:1-9.
- Draw your impression of the scene described in those verses. Include Joshua and Caleb tearing their clothes.
- Follow through with the commitment you made in Sabbath School to serve someone this week, even though it may be challenging.
- Pray that God will bless your efforts as you do

your service adventure this week.

Wednesday

- Read Numbers 14:10-19.
- List the reasons Moses gives that God should not destroy the Israelites.
- What do these reasons reveal about Moses’ understanding of God? Whom was Moses serving in this situation?
- Pray that you will have the compassion and long-suffering of Moses.

Thursday

- Read Numbers 14:20-35.
- Pretend that you are one of the members of the Israelite congregation, either older or younger than 20. Write a journal entry describing your feelings about the events that you have experienced in the past 24 hours.
- Continue to memorize the power text.
- Pray that you will choose to obey God.

Friday

- Read Numbers 14:36-45.
- Help younger children act out the entire spy story at worship. Or tell the story to your family in your own words.
- Review the power text and the power point.
- Pray that you will stay committed to serving God, no matter how difficult the situation.